

2nd Edition

# ESL

STUDENT  
WORKBOOK

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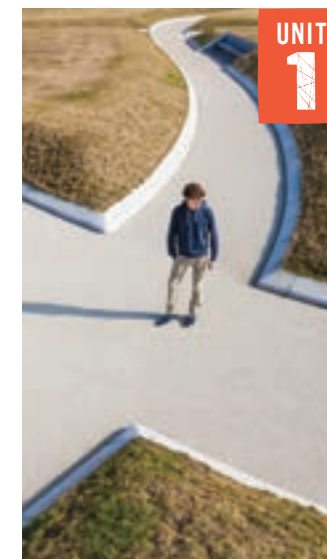


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# What Would You Do?

## UNIT 4

Imagine that you were confronted with an uncomfortable situation, and your reaction might make a difference. What if it required you to move outside your comfort zone? What would you do? What would make you react?

In this unit, you will:

- **Discuss** how you would react in different situations.
- **Consider** one teen's ethical dilemma.
- **Learn** why you're less likely to get involved when you're part of a group.
- **Discover** the psychology behind getting involved... or not!
- **Write** about a time when you had a difficult choice to make.
- **Practise grammar:** sentence adverbs and conditional sentences.

#### Final Reinvestment Task:

- **Write** and **present** your own *What Would You Do?* scenario.



What would it take to make you react?

One-Minute Challenge

Make a list of people who have stepped in and made a difference in our world.

Glossary

**rip off:** cheat by stealing money  
**unfair:** unjust  
**call it a day:** stop doing something

# 1 What's Your Style? C1

Your personality definitely affects the way you approach different situations. Take this quiz to learn about your own style of interacting.

1. Read the situations and circle the answer that is the closest to your typical reaction.

## The Reaction Quiz

1. If someone older tries to give you advice, you...

  - a. most likely listen. They are older and have more experience.
  - b. listen but do what you want to do anyway.
  - c. loudly tell them to stay out of your business.
2. At the store, the cashier gives you back \$2 less change than they should have. You point out the error, but they disagree, so you...

  - a. probably just forget about it. It's only \$2.
  - b. politely explain that they made an error and ask to see the manager.
  - c. get angry and accuse the cashier of trying to rip you off.
3. In your home, ...

  - a. your parents make all the decisions.
  - b. your parents make most of the decisions but they let you make some, too.
  - c. you're definitely in charge. It's your way or the highway!
4. If a teacher is unfair to another classmate, you...

  - a. likely mind your own business. You can't change anything.
  - b. probably tell the classmate to complain.
  - c. definitely talk to the teacher yourself.
5. If you have a disagreement with your parents, you...

  - a. let it go. It's not worth getting into trouble.
  - b. stay calm and explain your point of view.
  - c. yell, go to your room and slam the door.
6. When your parents ask you to clean your room, you...

  - a. definitely get it done fast, so you can do something more fun.
  - b. do a bit and then get distracted by what you find in the mess.
  - c. hide the mess in your closet and call it a day.
7. You see a couple of big teenagers kicking a dog. You...

  - a. probably keep walking. It's not your dog.
  - b. go into the corner store and ask for help.
  - c. definitely yell at the teens to stop or you'll call the police.
8. In general, you think that...

  - a. people need to take care of themselves.
  - b. people should help others if it's not too much trouble.
  - c. people should always help others.
9. You get a low mark on a test and you think the teacher is being unfair. You...

  - a. probably complain to your friends at lunchtime.
  - b. ask your parents to call the teacher.
  - c. definitely ask the teacher to justify the mark after class.
10. Your team's goalie goes to a party instead of playing in the hockey game. You...

  - a. probably roll your eyes and say, "At least they are having fun!"
  - b. ask the coach to bench the goalie at the next game.
  - c. text the goalie and tell them to leave the party and join the game.

a = 1 point    b = 2 points    c = 3 points

Score: \_\_\_\_\_

Glossary

**make waves:** be disruptive  
**standing up to:** confronting  
**assertive:** confident in making decisions  
**go with the flow:** follow what other people do

2. Add up your points and calculate your score. Then, read your profile.

10–16 points:

You don't like to make waves. You dislike standing up to people directly. You could be a follower, but you might also be shy. As you work through this unit, think about how being more assertive could help you in difficult situations.

17–23 points:

You might stand up for what you believe in if it's important enough, but you often go with the flow. How serious does a situation have to be in order for you to react? Consider this as you work through this unit.

24–30 points:

You're an independent thinker and you're not afraid to jump into a difficult situation. Does your assertive approach always serve you well? Reflect on this as you work through this unit.

3. Choose two situations from the quiz that have actually happened to you. Describe each event and how you reacted.

Situation 1:

Situation 2:

4. Compare and discuss your answers in the quiz and to Step 3 with a group. Use the useful language for help.

Discuss

- Do you think your profile describes you well?
- Which parts are true? Which are not true?
- Were there some choices that did not reflect what you would have done?

Useful Language

- I would definitely (not)... in this situation...
- I disagree. I would probably (not)...
- Actually, I would (not) react like that because...
- The profile fits me well because...
- The profile doesn't describe me because...



Grammar Point ➡ Sentence Adverbs

Sentence adverbs modify the whole meaning of sentences. They usually indicate the speaker or narrator’s opinion.

Sentence adverbs in the positive form:	
precede verbs	I <b>definitely</b> worked hard on that project.
follow modals	You should <b>probably</b> think about it. I will <b>likely</b> leave soon.
can also go at the beginning or end of sentences	<b>Honestly</b> , I love dogs. I couldn’t find a job, <b>unfortunately</b> .
follow the verb to be	He is <b>actually</b> a nice guy.
For sentence adverbs in the negative form:	
Add <i>not</i> or <i>did not (didn’t)</i> after the adverb.	I would <b>certainly</b> not go. He <b>probably</b> didn’t do his homework. She is <b>unquestionably</b> not very nice.

A. Use a dictionary to find the meaning of each of the following adverbs.

Adverb	Meaning	Adverb	Meaning
1. actually		6. perhaps	
2. certainly		7. possibly	
3. definitely		8. probably	
4. honestly		9. surely	
5. (most) likely		10. unquestionably	

B. Use adverbs from the table above to write a sentence for each of the prompts.

1. go to the party (certain)  
\_\_\_\_\_
2. get a job this summer (not sure)  
\_\_\_\_\_
3. audition for the school play (a good chance)  
\_\_\_\_\_
4. start driving lessons soon (almost certain)  
\_\_\_\_\_
5. like getting up early (emphasize this fact)  
\_\_\_\_\_

C. Underline the sentence adverbs used in the quiz on page 86.

➡ Go to pages 210 and 214 of the Grammar Section for more practice and access to an interactive workshop.

Vocabulary ➡ Part of the Herd

There are lots of words and expressions you can use to talk about leading, following and observing a group.

1. Read the vocabulary in the Word Box. Use a dictionary to look up any words or expressions you don’t know.
2. Complete the graphic organizer using the words and expressions from the Word Box.

Person Who Follows the Group	Person Who Does Not Follow the Group
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
Observer Who Does Not Get Involved	Group
_____	_____
_____	_____
_____	_____

3. Complete the sentences with words or expressions from the Word Box.
- a. A \_\_\_\_\_ will be out of step with what everyone else is doing.
- b. It takes a lot of courage to \_\_\_\_\_.
- c. Most teens like to \_\_\_\_\_ with what their friends are doing.
- d. Nobody likes to be considered a \_\_\_\_\_, but most of us act the same way as other people in our social circle.
- e. When we’re part of a \_\_\_\_\_, it’s easier to do things we wouldn’t normally do.
- f. A \_\_\_\_\_ watches what a group does but stays out of it.



Word Box

- bystander
- conform
- conformist
- crowd
- follower
- go against the flow
- go along
- go with the flow
- herd
- in step
- lone wolf
- mob
- non-conformist
- onlooker
- out of step
- witness

## 2 Sticky Situations C1

You never know when you might suddenly find yourself in a difficult situation. Use inspiration from these situations in the final task.

1. Sticky situations are awkward, embarrassing or difficult situations. Read the situations and each of their contexts below.

### What would you do if...?

#### Situation

1. You saw a friend kissing...

2. You found a wallet and it belonged to ...

3. You hit and damaged a parked car with your bike and...

4. Your friend showed you how to hack into the school's computers to...

5. You found a bag full of cash on the ground outside...

6. A person experiencing homelessness asks you for money. The person is a...

7. You saw somebody shoplifting and it was...

8. A delivery company leaves an intriguing looking parcel on your doorstep. It is for...

9. Your teacher drops the answer key to an exam in the hallway. You have...

10. Your romantic partner wants an expensive ring as a gift. You have...

#### Contexts

- a. the new student at school.  
b. your ex.  
c. your sibling's romantic partner.

- a. a stranger.  
b. the school principal.  
c. someone you really disliked.

- a. nobody saw you.  
b. your younger brother saw you.  
c. several people saw you.

- a. raise your marks.  
b. lower someone else's marks.  
c. remove all your absences.

- a. a big store.  
b. the school office.  
c. a shelter for people experiencing homelessness.

- a. girl your age.  
b. 35-year-old man.  
c. 70-year-old woman.

- a. a person experiencing homelessness.  
b. your friend.  
c. your teacher.

- a. your annoying older brother.  
b. your annoying neighbour.  
c. a stranger at a different address.

- a. poor marks in that class.  
b. average marks in that class.  
c. good marks in that class.

- a. no money.  
b. emergency money that you saved from birthdays.  
c. money that you made from your job.

2. With a group, **discuss** the situations and how you would react in each context. What are the risks and benefits of your reaction? *Risks* are the dangers and *benefits* are the advantages.

#### Speaking Strategy

##### Compare

In your discussion, compare the contexts. Explain what makes each context different and how the contexts would change how you would react or not react.

#### Useful Language

- *If it were me, I would probably... because...*
- *In this situation I would..., but in this context I would...*
- *Why would you do that?*
- *I would... but I should probably...*
- *Would you react differently if it were...?*
- *The risks/benefits of this reaction would be...*

3. **Choose** one situation. Does your reaction change according to the different contexts? How? **Use** sentence adverbs to clarify your opinions.

**Situation:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Is there a difference between what you would do and what you should do in the different situations? In which situations? **Explain** your answer.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. There are many different possible risks in a sticky situation. **Think** of the kinds of risks that would stop you from reacting. **Name** one and explain why.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



#### Pronunciation

##### Modals

To pronounce modals *would*, *should*, and *could* correctly, remember that the letter */* is silent. To practise, do the Pronunciation activity on the platform.



3 What Did You Do? C3

Write a short narrative about a time when you had to decide whether to act or not. Your past choices will help you decide what to write about in the final task.

- 1. Think about a time when you had to decide whether to act or speak up. If you need ideas, refer to the sticky situations on page 90.

Writing Strategy

Plan

Plan your writing by making notes before you write. Notes ensure that you include all necessary elements for a clear text.

- 2. Take notes in the table below about your experience.

Situation	
Context	
How I Acted	
Risks	
Benefits	

- G 3. Write your narrative text about the situation you chose. Explain the situation, the context and how you acted. Then, explain the risks and the benefits of your choice. Include the sentence adverbs you learned about on page 88.

Grammar Point Unreal Conditional Sentences

Use unreal conditional sentences to express conditions that are not true or are improbable, and the results of those conditions. They have two parts:

- The if-clause describes the condition, a possible situation.
- The main clause describes what would happen as a result (in the conditional).

If-Clause If + verb in the simple past,	Main Clause modal + base form of the verb.
If I found a cellphone,	I would take it to the office.
If you saw someone carrying something heavy,	you could offer to help them.
If your friend told you to steal something,	you should probably say no.

Tip  
In unreal conditional sentences with the verb to be, use were instead of was.  
If I were you...  
If she were here...

To form questions with unreal conditionals, follow one of these word orders:

What would you do if you saw someone hit a dog?  
If you saw someone hit a dog, what would you do?

- A. Write unreal conditional sentences about what you could do, would do or should do for each situation. Include some sentence adverbs that you learned on page 88.



- 1. see someone vandalizing the school  
If I saw someone vandalizing the school, I would probably take a picture and show the principal.
- 2. see a friend kissing your ex
- 3. find a bag of cash on the ground
- 4. discover the principal's wallet
- 5. hit a parked car with your bike

➡ Go to page 179 of the Grammar Section for more practice and page 174 for access to an interactive workshop.

4 In the Heat of the Moment C2

Sometimes the excitement of being in a crowd makes you do things you normally wouldn't do. Read about one teen's ethical dilemma. You will write about a dilemma like this in the final task.

Before Reading

1. Think of an event where a crowd got out of control. Describe what happened and how people reacted.

While Reading

2. Read the narrative. Underline how people reacted during the riot.



Text Features

- Scenario  
Topic: What would you do?  
Language: descriptive  
Purpose: to inform and provoke reflection  
Audience: teenagers and adults  
Text components:  
1) Title  
2) Setting (time, place, mood)  
3) Rising action  
4) Climax (high point of action)  
5) Resolutions to the conflict or problem

Glossary

decades: ten-year periods  
blast: fun time

The Panda Game Riot

My cousins invited me to a really exciting football game in Ottawa in October. I was visiting Gemma and Chris. They are both huge football fans and they definitely never miss a game, especially now that they are in their first year of university. This game was special. It was between the two local university teams, the Carlton Ravens and the Ottawa Gee-Gees. These teams have been huge rivals for decades, and the annual Panda Game—named for the big toy panda that used to be the big prize—is one that everybody looks forward to. The parties before and after the game are a blast! I felt lucky my older cousins invited me to join them.

The game was tight, and my cousins were thrilled that their team, the Gee-Gees, finally triumphed with a score of 19–17, thanks to a last-minute field goal. We followed the huge crowd out into the streets and began partying.

People were shouting and drinking, and ignoring the police cars that drove by. We were right in the middle of it. It was pretty intense! Suddenly, a group of people started trying to lift a car that was parked on the street. I couldn't believe it! They flipped it right over and climbed on it, dancing and drinking their beer. People were laughing and filming with their phones. When some of Gemma's friends started to try to flip another car, Gemma rushed to help them. I hesitated, and then...

After Reading

3. Write two possible reactions you could have to resolve this conflict or problem. Give a pro and a con for each possibility using unreal conditional sentences.

Possible Reaction 1	
I could...	
Pro	If I... 
Con	If I... 

Possible Reaction 2	
I could...	
Pro	If I... 
Con	If I... 

Glossary

rock: move from side to side  
riot: violent public disorder

While Reading

4. Read each of the following different possible resolutions, or endings, to the story.



Ending A

I followed Gemma up to the car. Other people were grabbing the front bumper, so Gemma and I went to the back. We started to rock the car back and forth. It was so exciting! We rocked harder and harder, and then the car flipped up onto its side. Then we pushed it over onto its roof. Everybody cheered! We climbed up and started dancing.

It was a lot of fun at the time, but later people sent their videos to the Ottawa Police Department. They identified Gemma, and when they found Gemma, they found me. I had to appear in court and face the judge. Now I'm on probation.

Ending B

I yelled at her. Chris and I grabbed her and pulled her back. At first, she was angry at me but then her head seemed to clear and she understood that the party was turning into a riot. We moved back and started filming what was happening on our cell phones. Later we learned that the damage costs were high and that the police were using social media to catch the perpetrators. Our videos even helped them catch one of the people. We were really glad that we stayed out of it.





5. Write the benefits and risks of each choice in the table.

Ending	Benefits	Risks
A	<ul style="list-style-type: none"><li>_____</li><li>_____</li></ul>	<ul style="list-style-type: none"><li>_____</li><li>_____</li></ul>
B	<ul style="list-style-type: none"><li>_____</li><li>_____</li></ul>	<ul style="list-style-type: none"><li>_____</li><li>_____</li></ul>

After Reading

6. For which ending do you think the benefits are more important than the risks?
- \_\_\_\_\_
7. Which ending is similar to what you would do in this situation?
- \_\_\_\_\_
8. Read the definition below and answer the question. Use vocabulary from page 89.

**De-individualization** is what happens when people in groups lose their sense of who they are and their ability to control their actions. They feel anonymous. People in groups may do things they normally would not because they feel less responsible for their actions and less like an individual: they are de-individualized.

How do the characters’ actions in Ending A show that they experienced de-individualization?

\_\_\_\_\_

\_\_\_\_\_

Useful Language

- *If I could be sure I wouldn’t get caught, I...*
- *Really? That surprises me.*
- *I feel that people who took part in that...*
- *Yes, but did you consider that...*

Discuss

- If you could be sure you would not get caught, would you be more likely to choose Ending A? Explain.
- Do you think you could resist de-individualization if a good friend was trying to persuade you to participate in some sort of riot?
- If you had video of participants in a riot, would you give it to the police? Explain.
- Do you think that people who participated in the riot in a violent or destructive way have acted similarly at other times in their lives? Explain.
- Does your choice of ending match what you learned about yourself in the Warm-Up on page 86?

5 The Bystander Effect C2

Being part of a group can also prevent you from reacting in certain situations. It’s called the bystander effect. Understanding how people react in groups will help you in the final task.

Before Watching

1. In what circumstances do you think people might be hesitant to voice an opinion or react?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. Match each vocabulary word with its definition.

Word		Definition
a. murdered		1. voice communication system
b. likely		2. automated teller (banking) machine
c. straightforward		3. illegally killed
d. undergrads		4. probably
e. intercom		5. dispersion
f. diffusion		6. uncomplicated, clear
g. ATM		7. unclear
h. fuzzy		8. university students

While Watching

3. Before watching the video, read the statements on the following page. As you watch the video, check True or False.



Watching Strategy

Activate Prior Knowledge

Think about what you already know about how people behave in groups. Use your ideas with the vocabulary in Step 2 to help you understand the video more easily.



Glossary

**sparked:** inspired  
**clear-cut:** easy to understand  
**concern:** worry  
**involved:** implicated  
**avoid:** evade  
**perpetrator:** person responsible for a criminal act



Kitty Genovese

Statement	True	False
a. Most people feel <b>concern</b> when there is an emergency situation.		
b. If it is clear what the situation is, people are less likely to get <b>involved</b> .		
c. <i>Diffusion of responsibility</i> means people don't feel responsible because they think others will act.		
d. When a situation is ambiguous, people are more likely to investigate.		
e. People want to <b>avoid</b> being embarrassed by misunderstanding a situation.		
f. When it's clear there is an emergency, most people will step in to help.		
g. If many people are asked to help, they are less likely to help.		
h. If people know the <b>perpetrator</b> is still there, they feel safer to act when there are others present.		
i. Thirty-eight people witnessed the Kitty Genovese murder and did nothing.		

After Watching

4. **List** three factors from the video that cause us to react.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

5. With a group, **discuss** the following questions. **Write down** your answers.

- a. What accounted for some people not reacting to Kitty Genovese's murder?
- \_\_\_\_\_
- \_\_\_\_\_
- b. How is de-individualization manifested in the bystander effect?
- \_\_\_\_\_
- \_\_\_\_\_
- c. How do you think the bystander effect affects group projects at school?
- \_\_\_\_\_
- \_\_\_\_\_

Useful Language

- *I think that happened because...*
- *I think so too.*
- *I witnessed the bystander effect one time when...*
- *One effect of de-individualization is...*
- *I would definitely react/not react when...*

6 Being an Ally C1

An ally can speak up and help someone out of a difficult situation. In this task, discuss people who were brave enough to take a stand. You might decide to include an ally in your final task.

1. **Read** the explanation below about what it means to be an ally. **Underline** what an ally must do.

The word **ally** means *helper*. These days, an ally is someone from one race, gender or social class who stands up in support of a person from another group. It is usually, but not necessarily, a member of a dominant group standing beside member(s) of a group being discriminated against. Being an ally is not just being sympathetic to the difficulties of another group. It does not just mean believing in equality. It means taking action for others to end oppression and to create equality.



2. **Return** to the list of people you named in the One-Minute Challenge. **Take turns** naming an individual you think was an ally. For each person, **discuss** the following questions:

- What motivated them to act the way they did?
- What risks did they take?
- What were the benefits of their actions?

3. **React to** and **build on** the ideas of your classmates. **Take notes** below. Then, **discuss** more individuals and **take notes** on another sheet of paper.

Person	_____	Motivation:
		Risks:
		Benefits:
	_____	Motivation:
		Risks:
		Benefits:
	_____	Motivation:
		Risks:
		Benefits:
	_____	Motivation:
		Risks:
		Benefits:

Useful Language

- *I have... on my list.*
- *That's a good example of an ally!*
- *What did... do to help others?*
- *How did their actions make a difference?*
- *What would motivate them to...?*
- *What were the risks/benefits to them?*
- *Would you be able to stand up like that?*
- *Why (not)?*



Useful Language

- If I were in a situation like that...
- I would probably...
- I might...
- How would you react?
- Would you really do that?

7 Under What Circumstances? C2

Psychologists have observed a strong desire for people to conform to group behaviour, even in some terrible circumstances. Understanding the human need to go along with the group will help you in the final task.

Before Reading

1. Why do people generally go along with the group? Explain your answer.
- 
- 
- 

- G 2. Read the three situations below. Write how you think you would react in each of them. Use the unreal conditional. Then, discuss and compare your reactions with your classmates.

Situation	Your Reaction
a. If you participated in an experiment where you had to inflict pain on someone each time they made a mistake, what would you do? The electric shocks would get dangerous, but the researcher would tell you that you must continue.	<div></div> <div></div> <div></div> <div></div> <div></div>
b. If you were in a group of strangers and had to give your opinion, but it was always different from everyone else's, what would you do? They would all agree, but you wouldn't.	<div></div> <div></div> <div></div> <div></div> <div></div>
c. If you were at an audition for a reality TV show and everyone in the group was being unkind to someone who didn't have nice clothes, what would you do? Would you stand up for the person? It would be a dream for you to get on the show.	<div></div> <div></div> <div></div> <div></div> <div></div>

While Reading

3. As you read the article:
- highlight and put an exclamation mark (!) beside information that surprises you.
  - highlight and put a check (✓) beside information that does not surprise you.
  - highlight and put a question mark (?) beside information you did not understand.

ASK AN EXPERT:

Dr. Andrea Kassim

Whether it is obeying an authority figure, not speaking up when your opinion is different from everyone else's, or going along with the crowd in a dubious situation, people generally behave the same as the group, for fear of being rejected.

Researchers in human psychology have done some fascinating studies over the past several decades about conformity. When you conform, you adjust your beliefs, opinions, or perceptions to more closely resemble those of a group, or of an authority figure.

You don't want to go against the flow. The three classic scientific studies you'll read about explain a lot about the human urge to conform. It's important to understand that not everyone always conforms, though, and that our personal experiences affect our choices. If we have experiences of helping others while we are growing up, we are more likely to help others later in life. Most importantly, our self-confidence determines whether we will speak up or go against a crowd. It takes a lot of confidence to risk looking foolish in front of a group. The good news is that it usually gets easier as you get older!

More recent studies are still being conducted into modern phenomena such as road rage and cyberbullying. Both have a common root: when people are in their cars or hidden behind their computer screens, they are cut off from other individuals and they behave in ways they never would if they could see the people they were interacting with. They are de-individualized in that they feel anonymous and therefore less responsible for their actions. We observe the difference in the much greater number of road rage incidents perpetrated by people in cars—especially those with tinted windows—versus those driving convertibles. When you're in an open convertible, you're less likely to rage against other drivers because everyone can see you. Just as when researchers used cameras to show people online other people's faces, people were much more restrained in their comments towards one another. When you can see the human being at the receiving end of your insults and they can see you, most people will restrain themselves. It just goes to show that people are more likely to conform when others can see what they're doing, good or bad.



- Glossary
- authority figure: person in a position of power
  - dubious: uncertain, questionable
  - urge: desire, need
  - foolish: unintelligent

CASE 1

The Milgram Obedience Study

35 In the 1960s, psychologist Stanley Milgram recruited 40 male volunteer research subjects and told them that they were participating in a study about the effects of punishment on learning. In fact, the real study was to see if the subjects would continue inflicting pain and suffering on another human being just because they were told to do so. He wanted to see if the subjects would perform an act that conflicted with their conscience. During the experiment, each subject was given the role of teacher. The “teacher” was told that his task was to help another subject learn a list of words. The “learner” was strapped to a chair and was wearing an electrode. Each time the learner made a mistake, the teacher had to give him an electric shock by flipping a switch. The teacher was told to increase the shock level each time the learner made a mistake, until a dangerous shock level was reached. The machine clearly indicated that the levels of electricity were dangerous. In reality, the “learner” was not an



experiment subject but Milgram’s accomplice. The accomplice never actually received a real electric shock; he just pretended to be in pain when the shocks were administered.

60 Before the study, experts thought that only about 1% of subjects would give what they thought were dangerous shocks to the learners. However, Milgram found that two-thirds of the subjects gave the highest level of shock, even though they could see that it was dangerous and the learners were in great pain. Milgram thinks this happened because they were pressured to do so by an authority figure (a scientist) who was in the room telling them that they had to do it because it was important for the experiment.

Glossary

subjects: people observed in a study  
strapped: restrained  
accomplice: assistant  
picked on: harassed

CASE 3

The Zimbardo Conformity Study

Dr. Philip Zimbardo, famous for many behavioural experiments, put teenage girls in a scenario to see if they would join in to bully someone or try to stop it. He set up an audition for a reality television show. In the room, there were three accomplices and three subjects. Two of the accomplices and the three subjects were dressed in trendy clothing; one accomplice was wearing unfashionable and inexpensive clothing. The girls were given a task: they had to discuss and vote together to decide which of them not to include in a group for a reality television show. The girl in plain clothing (an accomplice) was to be picked on by the two other accomplices. Zimbardo wanted to see if the subjects would join the bullying or try to stop it. The subjects seemed uncomfortable, and although some of them expressed verbally that they did not like the way the girl was being treated by the others, they didn’t object strongly

CASE 2

The Asch Conformity Experiment

Dr. Solomon Asch put a subject in a room with seven other people. The subject believed that the others were also subjects in the experiment, but they were actually all accomplices. The group was given a series of easy tasks: comparing simple images on two cards. One card had a line, and the second card had three lines. The participants had to match the lines that were the same lengths. At first, the accomplices gave the correct answers, and so did the subject. The seating was arranged so that the subject always responded last. On the next 12 cards, the accomplices started choosing the wrong answers. The subjects began to conform to the choices made by the rest of the group, even if they knew they were wrong. More than two-thirds of the subjects Asch tested conformed to group opinion at least some of the time, even when they disagreed with the group. About 25% of subjects consistently rejected the opinion of the majority, and only about 5% always followed the crowd. Asch found that conformity increases when a person feels insecure and doesn’t want to look foolish. As well, the size of the group was important. The bigger the group, the more people tended to conform. In variations on this experiment, Asch found that if even one other person in the group disagreed, a subject was much less likely to conform, proving that one person really can make a difference.



Glossary

jeopardize: risk losing something

110 or try to stop it. In fact, only one girl in the study refused to vote with the others and actually left the experiment. The other girls said they felt bad afterward and regretted their actions, but they still put themselves first. They were not willing to jeopardize their opportunity. Two of the reasons that they conformed were that they didn’t want to be rejected by the cool girls, and that they were willing to do whatever it took to get the reward of being on the reality show.





After Reading

4. With a partner, **compare** and **discuss** the information you highlighted in Dr. Kassim’s article. **Clarify** with each other anything you did not understand.
5. With your partner, **discuss** the following questions and **write** your answers.

a. Why is it important for people to conform?

b. What are some examples of how people conform in your school?
6. What two factors help people to go against a group or speak out?
7. **Take notes** in the chart below with information from the three case studies.

Reading Strategy

Take Notes

When you take notes, write key words and ideas, not complete sentences.

Case	What the Psychologist Wanted to Know	What the Psychologist Learned	Why the Subjects Reacted the Way They Did
1			
2			
3			

8. **Look** at your answers in Step 2. How do you compare with the subjects in the experiments? After reading the case studies, do you think your answers to Step 2 would change?
9. **Answer** the following questions. **Support** your opinions with information from the texts.

a. In your opinion, why do many teenagers conform?

b. Can you think of a situation where you behaved, or observed someone behaving, in the same way as the subjects in one of the experiments?

c. In each experiment, there were subjects who disagreed with the group. How would you describe their personalities? **Use** vocabulary from page 89.

d. After reading about these studies, do you think you might react differently or speak up the next time you feel a need to? **Explain** with examples of different situations.

e. Do you think schools encourage students to conform, or not? **Explain** your opinion.
- 
- 12 Angry Men is a critically acclaimed movie about a jury that must decide on the guilt or innocence of a man charged with murder. The film explores how one person’s voice can make a difference.
- 
- Reproduction prohibited © TC Media Books Inc.
- Unit 4 • one hundred and five
- 105

8 Discussing What We'd Do C1 C2

It's time to reflect on human nature and what it takes to make us react.  
Your opinion will help you describe your own scenario in the final task.

- 1. **Work** in a group of four. **Assign** one statement card to each student in your group. If there are fewer than four in your group, **divide** the extra statements.
  - a. **Read** the statements and questions on your card. **Agree** or **disagree** with each statement. Some of these statements are false.
  - b. **Look** back at the tasks in the unit for ideas to support your discussion. **Take** a few minutes to prepare your opinions and **write** a few key words about what you want to say.
  - c. **Take turns** presenting your statements. **Share** and **explain** your opinion. **Invite** your group members to give their opinion about your statement.
  - d. **React to** and **build on** the ideas of others. **Use** the useful language for help.

Discussion Strategy

React to and Build on the Ideas of Others

When you interact orally, try not to simply express stand-alone ideas. Cooperate with your group to enrich and add to the discussion, moving it forward. To do this, you can comment, agree or disagree, add details, ask questions or ask for clarifications or explanations.



Statement Cards	
Student A	Student B
<ul style="list-style-type: none"><li>• People generally put themselves first.</li><li>• Human beings generally obey authority.</li><li>• It's easier to be mean to someone you can't see.</li><li>• One person's opinion can't make a difference.</li><li>• It's easy to do the right thing when everyone else is doing something wrong.</li><li>• We are always willing to help someone who looks different than we do.</li></ul>	<ul style="list-style-type: none"><li>• People who act differently are appreciated by others.</li><li>• It's easy to be a leader.</li><li>• People should not be able to make anonymous posts online.</li><li>• Young people find it easy to <b>stand up to</b> a bully.</li><li>• It's easier to reveal personal feelings to strangers online.</li><li>• If it's someone's fault they're in a bad situation, we don't need to help them.</li></ul>
Student C	Student D
<ul style="list-style-type: none"><li>• Human beings will generally try to profit personally from a situation, if they can.</li><li>• We all hope someone else will take responsibility in a difficult situation.</li><li>• People are more honest when they are anonymous.</li><li>• People who don't stand up to bullies usually regret it later.</li><li>• You feel anonymous when you're in a large group.</li><li>• Attractive people are less likely to get help when they're in trouble.</li></ul>	<ul style="list-style-type: none"><li>• About 25% of people will go against a majority opinion.</li><li>• We look for excuses to avoid helping people in difficult situations.</li><li>• The Internet makes it easier to be an individual.</li><li>• People can be ordered to hurt other people.</li><li>• It's more fun to follow the herd.</li><li>• Teenagers generally have a herd mentality.</li></ul>

My Notes

Glossary

**stand up to:** confront

Useful Language

- I agree/disagree with... because...
  - This is true/untrue because of what we learned in...
  - Don't forget that...
  - Did you consider...?
- I would like to add that...
  - What do you mean by that?
  - This happens sometimes, but not always.
  - Can you give an example?
  - Why do you think that?




9 Set the Scene C2 C3

It's now your turn to present an ethical dilemma. Write a *What Would You Do?* scenario for your classmates to consider.

1. **Brainstorm** ideas for your narrative. **Look back** on the different situations presented in the unit and **take notes** below.

Ideas	<ul style="list-style-type: none"><li>_____</li><li>_____</li><li>_____</li></ul>
-------	---

2. **Choose** a point of view from which to write.  
☐ first person (I)    ☐ second person (you)    ☐ third person (he/she/they)
3. **Read** the tips for writing a narrative text in the box below. **Refer** to the narrative on pages 94 and 95 as a model and to the text features.



**Tips** for Writing a Scenario

- Pick a scenario where the story could take two different directions.
- Decide on the two directions your story could take before you start to write.
- Decide on the point in the narrative when the two directions start.
- Think about the sequence of events outlined in your story. Consider the rising action, climax and resolution that will move your story along.
- Connect your ideas using conjunctions and transition words (first, then, next, finally, etc.).
- Use adjectives and adverbs to make your narrative more interesting.

4. **Plan** your scenario in the graphic organizer.

Topic _____	
Title _____	
Setting: Time, Place, Mood	Ethical Dilemma
_____	_____
_____	_____
_____	_____
_____	_____

Rising Action	Climax of Action
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

5. **Plan** your two alternative endings. As you plan your endings, **consider** which factors you learned about in the unit that could motivate your characters' choices.

Ending 1	Ending 2
_____	_____
_____	_____
_____	_____
_____	_____
Motivating Factors	Motivating Factors
_____	_____
_____	_____
_____	_____
_____	_____

- G** 6. **Write** the draft of your narrative with two endings. **Use** conditional sentences, sentence adverbs and vocabulary from the unit where possible.
7. **Revise** and **edit** your narrative. **Use** the writing checklist.
8. **Exchange** texts with a partner. **Ask** for feedback.
9. **Write** your final copy. **Integrate** feedback, changes and corrections.
10. **Publish** your work. **Read** your classmates' stories and **discuss** what you would do in their scenarios.

Writing Checklist

- ☐ I wrote from one point of view.
- ☐ My scenario is clear.
- ☐ I used descriptive language to add interest.
- ☐ My verb tenses are accurate.
- ☐ My two endings represent different choices.
- ☐ I used sentence adverbs and conditional sentences where possible.

Standing Up C2

When you're confronted with prejudice, you can *call it in* or *call it out*.



Before Watching

1. How do you react when someone else makes an offensive comment or joke about another person or group? Do you stay quiet or speak up? Does it depend on who the target is?

2. Write a *P* beside each statement that is an example of *prejudice*.

- a. Making fun of someone's differences

b. Celebrating what makes us all different

c. Talking badly about people who wear dinosaur T-shirts

d. A group of people **ganging up on** someone

e. Saying people with green eyes are smarter than people with blue eyes

f. Standing up for someone who is being teased

g. Including people of different genders on sports teams

h. Not wanting to work with people who have blond hair

i. Feeling obliged to defend who you are and what you believe against stereotypes and untrue claims
- \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Below are different types of prejudice mentioned in the video. For each type, **write** the group they refer to.

Type of Prejudice	Group
a. racism	people of a different race
b. sexism	
c. ageism	
d. homophobia	
e. transphobia	
f. ableism	

Glossary

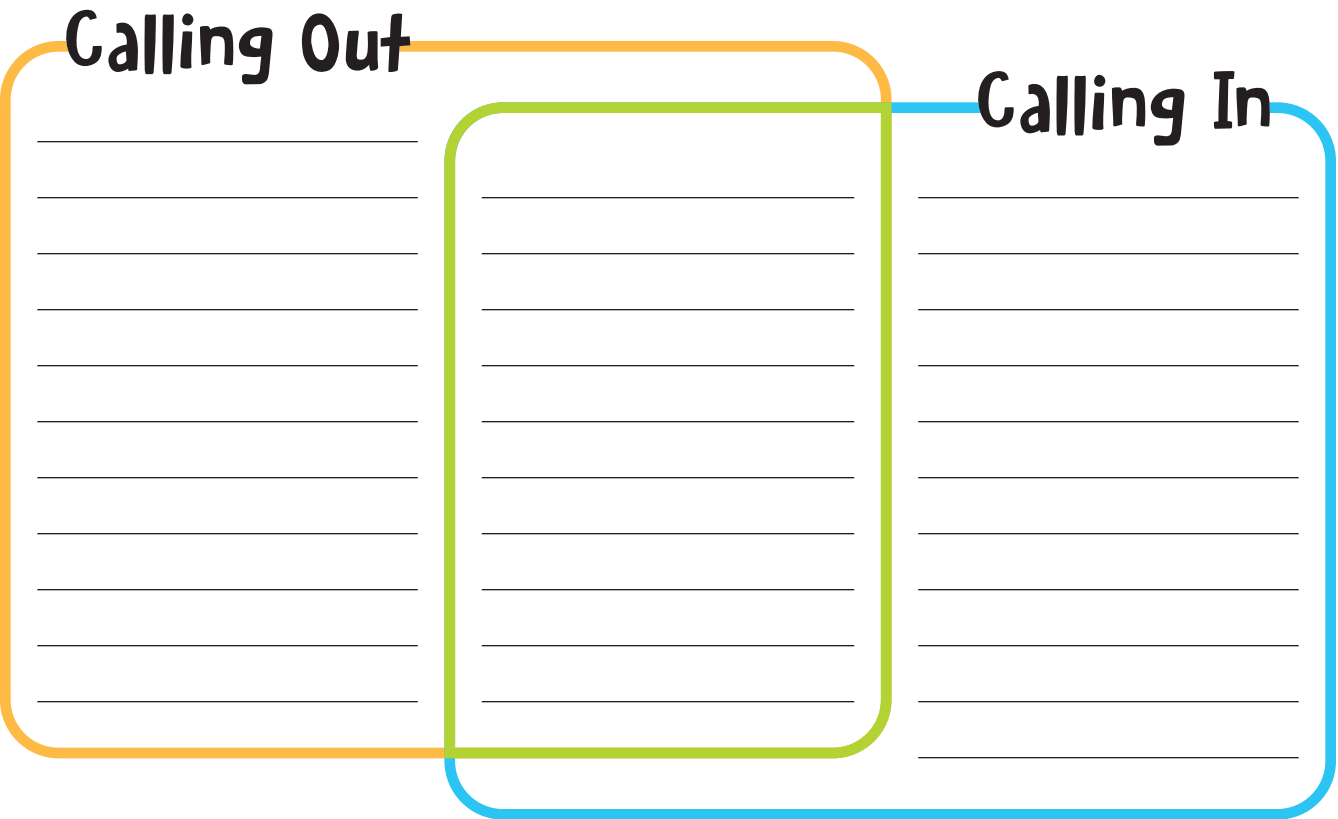
**making fun of:** mocking  
**ganging up on:** attacking someone, verbally or physically, as a group

4. Match each word or expression with its definition.

Word	Definition
a. behaviour	1. not prudent
b. stand up to	2. be of the opinion
c. let (someone) know	3. inform
d. awful	4. not okay
e. messed up	5. what someone does or says
f. reckon	6. confront
g. careless	7. terrible

While Watching

5. As you watch, **take notes** in the correct parts of the Venn diagram to compare "calling in" and "calling out."



Glossary

**random:** by chance  
**flip side:** another perspective of something



After Watching

6. What are the cons of each?

Calling Out: \_\_\_\_\_

Calling In: \_\_\_\_\_

7. In which situations might it be difficult to call in or call out?

8. If you are the victim, it is your responsibility to educate those discriminating against you. **Write** True or False: \_\_\_\_\_

9. Do you think you would be more likely to call in or call out, the next time you hear an offensive comment? **Explain.**

10. **Think about** what you know about being an ally. Does an ally call in or call out? **Explain.**



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Grammar Check

Read the context and list of tips. **Underline** all the adverbs. **Look** at the chart below if you need help.



TIPS FOR KEEPING YOUR **COOL** Behind the Wheel

Context: You are driving serenely along the highway. Suddenly, a little sports car speeds up behind you. The driver arrogantly flashes his lights. Unexpectedly, you break into a sweat. Your heart beats wildly. You abruptly signal and impulsively change lanes. Another car honks at you as you narrowly miss it. How can you keep your cool?

- 1. If you sleep well, you'll drive better. Try not to get behind the wheel when you're exhausted.
- 2. Think ahead and give yourself a chance. Leave early so you can deal calmly with unexpected delays.
- 3. Control the soundtrack, and how loudly it's playing. The type of music you listen to directly affects how you drive. If you listen to aggressive music, you'll drive aggressively.
- 4. Breathe, baby, breathe. Occasionally, do a body-tension check. Breathe deeply and wiggle your fingers vigorously. Feel yourself gradually calm down.

➔ **Use adverbs** to add information to sentences about when, how often, where or how things happen. They modify verbs, adjectives or other adverbs.

She sends text messages **constantly**.  
Her hair is **incredibly** shiny.  
The doctor listened to the patient **very** attentively.

Forming Adverbs from Adjectives		
Adjective	Rule	Adverb
Most adjectives ( <i>slow, gradual</i> )	Add <b>ly</b> .	<i>slowly, gradually</i>
Adjectives ending with a consonant + <i>le</i> ( <i>simple, understandable</i> )	Drop the <b>e</b> and add <b>y</b> .	<i>simply, understandably</i>
Adjectives ending with <i>y</i> ( <i>happy, noisy</i> )	Change the <b>y</b> to <b>i</b> and add <b>ly</b> .	<i>happily, noisily</i>
Some adverbs are the same as adjectives. ( <i>far, fast</i> )	Do not change.	<i>far, fast</i>